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| **Grade Level** (circle): **K** 1 2 3 4 5 | | | **Teacher/Date**: Price/Mills  Jan. 28th- Feb 1st | | | |
| **Content Area** *(Shared/Integrated)*  *[Check all that apply]* | **Math Reading X Writing X Speaking/Listening X Language Morning Meeting Word Work**  **SS Science Technology Practical Living Arts/Humanities Foreign Language Library** | | | | | |
| **Day 1** | | **Day 2** | | **Day 3** | **Day 4** | **Day 5** |
| **Standard(s)**:  **RL.K.2** - With prompting and support, retell familiar stories including key details.  **RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  **RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **W.K.1** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). | | **Standard(s)**:  **RL.K.2** - With prompting and support, retell familiar stories including key details.  **RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  **RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **W.K.1** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). | | **Standard(s)**:  **RL.K.2** - With prompting and support, retell familiar stories including key details.  **RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  **RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **W.K.1** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). | **Standard(s)**:  **RL.K.2** - With prompting and support, retell familiar stories including key details.  **RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  **RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **W.K.1** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). | **Standard(s)**:  **RL.K.2** - With prompting and support, retell familiar stories including key details.  **RL.K.9** - With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  **RI.K.9** - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **W.K.1** - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). |
| **Essential Question for Unit:** How do good readers retell a text?  **Performance Task: Task 2** | | | | | | |
| **I CAN(s**):  I can compare and contrast the adventures and experiences of characters.  I can write an opinion piece. | | **I CAN(s**):  I can compare and contrast the adventures and experiences of characters.  I can write an opinion piece. | | **I CAN(s**):  I can compare and contrast the adventures and experiences of characters.  I can write an opinion piece. | **I CAN(s**):  I can compare and contrast the adventures and experiences of characters.  I can write an opinion piece. | **I CAN(s**):  I can compare and contrast the adventures and experiences of characters.  I can write an opinion piece. |
| **Academic Language/Vocabulary:**  Compare/ Contrast  Similarities/Differences | | **Academic Language/Vocabulary:**  Compare/ Contrast  Similarities/Differences | | **Academic Language/Vocabulary:**  Compare/ Contrast  Similarities/Differences | **Academic Language/Vocabulary:**  Compare/ Contrast  Similarities/Differences | **Academic Language/Vocabulary:**  Compare/ Contrast  Similarities/Differences |
| **Phonics/Phonological:**  January Phonological packet | | **Phonics/Phonological:**  January Phonological packet | | **Phonics/Phonological:**  January Phonological packet | **Phonics/Phonological:**  January Phonological packet | **Phonics/Phonological:**  January Phonological packet |
| **Teaching Strategies:**  [http://2.bp.blogspot.com/-s5Q2aJIIOko/TtJnIwPiZvI/AAAAAAAABV8/x7af_VYuIk0/s320/IMG_1612.JPG](http://2.bp.blogspot.com/-s5Q2aJIIOko/TtJnIwPiZvI/AAAAAAAABV8/x7af_VYuIk0/s1600/IMG_1612.JPG)  **M:** Create an anchor chart to review the words compare and contrast. Explain to students that we will be reading two books by the same author and comparing the two stories. Today we will focus only on one story.  Read *Three Cheers for Tacky*. As you read, point out the main idea and key details.  **S:** Have students use the “Pick a Penguin” story elements sticks to help retell the story or ask the students guiding questions, such as   * “What is the setting of the story?” * “When did the story take place?” * “Who are the characters?” * “What do the characters do in the story?” * “What is the subject or main idea of the story?” * “How does the story end?”   Write the students’ answers on sentence strips. Then place the sentence strips into one hula hope labeled “Three Cheers for Tacky.”  **Resource/Materials/Pg:**   * Three Cheers for Tacky * Sentence strips * Hula Hoops | | **Teaching Strategies:**  **M:** Review anchor chart. Have students tell what it means to compare and what it means to contrast.  Explain that yesterday we read *Three Cheers for Tacky* and did a retell. Today we will read *Tacky Goes to Camp* and answer the same questions about the story.  Read *Tacky Goes to Camp*  **S:** Have students use the “Pick a Penguin” story elements sticks to help retell the story or ask the students guiding questions, such as   * “What is the setting of the story?” * “When did the story take place?” * “Who are the characters?” * “What do the characters do in the story?” * “What is the subject or main idea of the story?” * “How does the story end?   Write the students’ answers on sentence strips. Place the hula hoop from yesterday labeled “Three Cheers for Tacky” back on the floor and put a new hula hoop beside it labeled “Tacky Goes to Camp.”  Students will place the sentence strips into the hula hoop labeled “Tacky Goes to Camp.”  Have students talk with a partner about whether some of the story elements were the same from both stories. Ask students what we can do with the sentence strips that say the same thing in both hula hoops.  Show students that instead of adding another hula hoop, I can just place the two hula hoops together to make a Venn Diagram. We can place the story elements that are the same in both books in the middle so it is in both hula hoops.  Explain the purpose of a Venn Diagram and how it helps us compare and contrast information.  **Resource/Materials/Pg:**   * Tacky Goes to Camp * Sentence Strips * Hula Hoops | | **Teaching Strategies:**  ***Field Trip*** | **Teaching Strategies:**  **M:** Read *The Mitten* by Jan Brett.  **S**: Use puppets to retell the story, and discuss the story elements using a mitten themed story map  [mittenstuff12](http://lh6.ggpht.com/_WNeca9Q0uPk/TSvwNW6xqSI/AAAAAAAAP90/rXVvZmckdKk/s1600-h/mittenstuff12%5b5%5d.jpg)    **I:** Students will fill in the story element information for The Mitten on their compare and contrast activity sheet.  **Resource/Materials/Pg:**   * *The Mitten* by Jan Brett * Puppets * Mitten story map * Compare and Contrast The Mitten and The Hat activity sheet. | **Teaching Strategies:**  **M:** Read *The Hat* by Jan Brett.  **S**: Discuss the story elements and have students fill in the story element information for The Hat on their compare and contrast activity sheet from yesterday.  **I:** Students will complete their activity sheet by telling two things that were similar in these stories and two things that were different in these stories.  Students will then use the information they collected on their activity sheet to complete a Venn Diagram.  **Resource/Materials/Pg:**   * *The Hat* by Jan Brett * Puppets * Compare and Contrast The Mitten and The Hat activity sheet * Venn Diagram |
| **Writing:**  **M:** Model how to write a sentence about my favorite part from *Three Cheers for Tacky*.  **I:** Students will write 2-3 sentences about their favorite part of the story and explain why. | | **Writing:**  **M:** Model how to write a sentence about my favorite part from *Tacky Goes to Camp*.  **I:** Students will write 2-3 sentences about their favorite part of the story and explain why. | | **Writing:** | **Writing:**  **M:** Model how to complete the following sentence frame:  A \_\_\_\_\_ crawled into the mitten because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Ex: A frog crawled into the mitten because he was looking for a fly to eat!  **S:** Have students brainstorm ideas for different animals that might crawl into the mitten and tell why.  **I:** Students will complete the sentence frame above and draw a picture to illustrate the sentence. \*Optional – have students make a mitten out of construction paper to cover the picture of the animal they drew. Glue just the bottom of the mitten on top of the animal so it is as if the animal is “in” the mitten. | **Writing:**  **M:** Model how to write an opinion writing telling which story they liked the best and why.  **I:** Students will complete an opinion writing telling which story they liked the best a why. |
| **Differentiation***(check)****:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Content** |  | **Process** |  | **Product** |   ***Description:***  Have the child complete their own Venn Diagram, comparing and contrasting their favorite characters from the book. | | **Differentiation** *check)****:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Content** |  | **Process** |  | **Product** |   ***Description:***  Have the child complete their own Venn Diagram, comparing and contrasting their favorite characters from books that have been read. | | **Differentiation** *check)****:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Content** |  | **Process** |  | **Product** |   ***Description:*** | **Differentiation** *check)****:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Content** |  | **Process** |  | **Product** |   ***Description:***  Have the child complete their own Venn Diagram, comparing and contrasting their favorite characters from the book. | **Differentiation** *check)****:***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **Content** |  | **Process** |  | **Product** |   ***Description:***  Students will complete an opinion writing telling which story they liked the best a why. Students will give specific details from the stories. |
| **Assessment**   |  |  | | --- | --- | |  | **Summative** | |  | **Formative** |   ***Description:***  Teacher observation and independent activity | | **Assessment**   |  |  | | --- | --- | |  | **Summative** | | **X** | **Formative** |   ***Description:***  Teacher observation and independent activity | | **Assessment**   |  |  | | --- | --- | |  | **Summative** | | **X** | **Formative** |   ***Description:*** | **Assessment**   |  |  | | --- | --- | |  | **Summative** | | **X** | **Formative** |   ***Description:***  Teacher observation and independent writing | **Assessment**   |  |  | | --- | --- | | **X** | **Summative** | |  | **Formative** |   ***Description:***  Task 2 |
| **Centers:**  **A-Z:** Short Vowel Sort  **Writing:** Pig Book. Put cut-up sentence together and draw a picture of your mental image  **WWW:** Venn Diagram with words – sort words that begin with t and end with t.  **Listening:** Listen to a story and draw the beginning, middle, and end  **Games:** Sight Word Games | | **Centers:**  **A-Z:** Short Vowel Sort  **Writing:** Pig Book. Put cut-up sentence together and draw a picture of your mental image  **WWW:** Venn Diagram with words – sort words that begin with t and end with t.  **Listening:** Listen to a story and draw the beginning, middle, and end  **Games:** Sight Word Games | | **Centers:**  **A-Z:** Short Vowel Sort  **Writing:** Pig Book. Put cut-up sentence together and draw a picture of your mental image  **WWW:** Venn Diagram with words – sort words that begin with t and end with t.  **Listening:** Listen to a story and draw the beginning, middle, and end  **Games:** Sight Word Games | **Centers:**  **A-Z:** Short Vowel Sort  **Writing:** Pig Book. Put cut-up sentence together and draw a picture of your mental image  **WWW:** Venn Diagram with words – sort words that begin with t and end with t.  **Listening:** Listen to a story and draw the beginning, middle, and end  **Games:** Sight Word Games | **Centers:**  **A-Z:** Short Vowel Sort  **Writing:** Pig Book. Put cut-up sentence together and draw a picture of your mental image  **WWW:** Venn Diagram with words – sort words that begin with t and end with t.  **Listening:** Listen to a story and draw the beginning, middle, and end  **Games:** Sight Word Games |